


**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY <small>Write NOGA ID here.</small>
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information							
Organization name			County-District #		Campus name/#		Amendment #
Ignite Public Schools and Community Service Centers Inc.			108801		Ignite Public Schools & Community Service Centers Inc.		
Vendor ID #		ESC Region #		US Congressional District #		DUNS #	
74-6033663		1		TX-15		781036835	
Mailing address				City		State	ZIP Code
4701 South Sugar Road, Suite D				Edinburg		TX	78539-7012
Primary Contact							
First name		M.I.	Last name		Title		
Sandra			Cavazos		Grants/Compliance		
Telephone #		Email address				FAX #	
956-393-2227		scavazos@ignitepublicschools.org				956-292-0371	
Secondary Contact							
First name		M.I.	Last name		Title		
Fernando			Gomez		CEO/Superintendent		
Telephone #		Email address				FAX #	
956-393-2227		fgomez@ignitepublicschools.org				956-292-0371	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Fernando	M.I.	Last name Gomez	Title CEO/Superintendent
Telephone # 956-393-2227		Email address fgomez@ignitepublicschools.org	FAX # 956-292-0371
Signature (blue ink preferred)		Date signed	


Only the legally responsible party may sign this application.

May 13, 2014

701-14-107-226

Schedule #1—General Information (cont.)County-district number or vendor ID: **108801**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **108801**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **108801**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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By TEA staff person:

Schedule #4—Request for AmendmentCounty-district number or vendor ID: **108801**

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)County-district number or vendor ID: **108801**

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **108801**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Ignite Public Schools and Community Centers Inc. Open Enrollment Charter School (Ignite) is requesting funds to implement **Project Access**. **Project Access** is a unique technology lending program designed to ensure students can access and utilize technology with residential Internet services both at school and at home. The primary goal of **Project Access** is to support student learning and increase academic competencies by bridging the gap between those students who have access to a personal technology device and those who do not.

The new accountability system has placed greater responsibilities on the District to prepare its students for the new rigorous curriculum and testing requirements. Through **Project Access**, Ignite will purchase mobile technology devices (laptops) that will be loaned to the students enrolled in the elementary grades 2nd and 3rd and high school students in the ELA classrooms. According to the data gathered through the District's comprehensive needs assessment process, Ignite has determined that the areas of greatest need are reading and writing. Research has shown that when students cannot read or write effectively or on grade level, their comprehension skills decline, spelling worsens, and students are poor writers (Ackerman & Dyckman, 1996; Cunningham & Stanovich, 1997). When students are able to read and write effectively, they do better overall in state assessments in other core content areas. Therefore, in order to maximize the direct impact in overall student achievement across all competencies, Ignite has chosen to target the students in Reading and ELA classrooms. **Project Access** will incorporate digital classrooms, where students will have equal access to essential electronic instructional materials, and the integration of higher order thinking skills as they become more engaged in 21st Century learning environment. With **Project Access** teachers will have the tools to engage more effectively and relevantly to the students' needs through the use of technology, leading to greater interest and success. The mobile technology devices will be checked out like text books and the students and parents will be required to sign a user agreement.

Elementary implementation of Project Access will be provided to the students in the 2nd and 3rd grades. Priority will be given to the students who are economically disadvantaged, Limited English Proficient and have no access to home technology. The purpose is to provide supplemental support to the Limited English Proficient students in the early developmental states of reading and writing. Currently elementary classrooms are equipped with desktop computers and **Project Access** will extend the access of technology education initiatives to the home connecting school, students and parental involvement. This will be accomplished by providing digital copies of textbooks, reading and writing specific technology applications. Total classroom/parent integration will include a classroom social media platform for direct and ongoing parent teacher communication.

High School ELA implementation of Project Access will be provided to the 9th and 10th grade students who are enrolled in the ELA 1 and 2. Priority will be given students who are economically disadvantaged, Limited English Proficient and have no access to home technology. Based on the needs assessment process, it was determined that the greatest need is to connect the curriculum, technology and the new highly rigorous state assessments. By implementing **Project Access** in the ELA classrooms, students will be able to utilize technology applications to enhance their ability for higher order thinking. This enhanced ability will also help increase the student's reading and writing abilities through technology applications that focus on composition, comprehension and the applications of those skills. Teachers in other core content areas will also benefit from **Project Access**. They will be able to implement the real world applications that support research, design, analysis, composition and communication.

The overall goal of **Project Access** is to provide supplemental resources to the students of Ignite Public Schools that will help increase their reading and writing proficiency levels. In addition, **Project Access** is designed to help create a school going culture for the highly mobile at-risk student with a classroom integrated with technology as an instructional resource that meets students 21st Century demands.

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Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **108801**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

To determine the need for a technology lending program, several profile indicators were reviewed and included data from the PEIMS Edit + Reports and the Texas Academic Performance Report. In our findings, the data revealed current District's demographics that are at 85.42% at-risk student population, 89.37% Economically Disadvantaged, 26.34% Limited English Proficient, and student surveys show that less than 10% have access to some type of mobile technology devices at home. The disaggregation, of these multiple sources of data, provided evidence of the District high need for a technology lending grant program. **Project Access** was designed to help meet the needs of the student population of Ignite Public Schools.

As part of the needs assessment process, the District's Leadership Team meets on a periodic basis to provide ongoing evaluations on programs, projects and or strategies that are part of the District initiatives. This ongoing evaluation process helps the District identify problems in program implementation and if any strategies need to be updated or changed. The Ignite District Leadership Team solicits reports and other data to help determine overall student impact. In this fashion, the budget for **Project Access** was developed by reviewing the current District STaR Chart, Technology Plan, resources, and District goals for the full integration of technology in the classroom.

As previously mentioned, **Project Access** was developed to help Ignite's student population bridge the gap of equitable access to technology mobile devices. This pilot project will be managed from the central office administration and embedded within the District's Technology Department. Within this structure, Project Access will be reviewed continuously to ensure quality and compliance with both statutory and program requirements. The Technology Coordinator will help develop the loan agreements and will ensure that all applicable laws, regulations and institutional policies are included and will support the provision of residential Internet services.

To ensure that **Project Access** and the newly acquired technology mobile devices are deeply imbedded into the curricula, the Technology Integration Specialist will provide continuous cross-functional monitoring and evaluation of **Project Access** activities. The Technology Integration Specialist will provide appropriate professional in the use of digital content within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.

Additionally, the Technology Integration Specialist will consciously monitor the full integration of the curricula and technology by including a pre-analytic, analytic, and post analytic processes. Project Access and the staff assigned to its effective management will focus on quality and maintaining compliance with all statutory and programmatic requirements. To this end, the ongoing management will include scheduling and holding informational meetings in order to review quality improvement initiatives, program compliance activities, documentation quality and other matter of **Project Access**.

To ensure equitable access to loaned equipment and residential Internet services, the distribution of technologies and resources will be need-based driven with priority given to students determined to meet the following criteria: 1) economically disadvantaged; 2) Limited English Proficient; and/or 3) at-risk require supplemental support to pass and master core content areas in state accountability testing and; Additionally, students taking courses that actively integrate technology in the curricula will also receive priority.

Project Access will provide economically disadvantaged students with an opportunity to utilize 21st Century technology both in school and at home and as a will have great impact on increased academic performance in state assessments.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 108801			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32					
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$9,900.00	\$	\$9,900.00
Schedule #9	Supplies and Materials (6300)	6300	\$84,330.00	\$	\$84,330.00
Schedule #10	Other Operating Costs (6400)	6400	\$5,770.00	\$	\$5,770.00
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$100,00	\$	\$100,00
Administrative Cost Calculation					
Enter the total grant amount requested:					\$
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$
This is the maximum amount allowable for administrative costs, including indirect costs:					\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)County-district number or vendor ID: **108801**

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$0
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:	\$0
	<input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other:	
	<input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other:	
	<input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other:	
	<input type="checkbox"/> Building use <input type="checkbox"/> Other:	
	<input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other:	
	<input type="checkbox"/> Telephone <input type="checkbox"/> Other:	
	<input type="checkbox"/> Administrative <input type="checkbox"/> Other:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1	Contracted maintenance agreements: 2 year warranty 99@ \$100.00 x	<input type="checkbox"/>	\$9,900.00
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$9,900.00

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service:		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$
	Contractor's supplies and materials	\$
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 108801

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided**Grant Amount
Budgeted**

2

Contractor's payroll costs

of positions:

\$

Contractor's subgrants, subcontracts, subcontracted services

\$

Contractor's supplies and materials

\$

Contractor's other operating costs

\$

Contractor's capital outlay (allowable for subgrants only)

\$

Total budget:

\$

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided**Grant Amount
Budgeted**

3

Contractor's payroll costs

of positions:

\$

Contractor's subgrants, subcontracts, subcontracted services

\$

Contractor's supplies and materials

\$

Contractor's other operating costs

\$

Contractor's capital outlay (allowable for subgrants only)

\$

Total budget:

\$

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided**Grant Amount
Budgeted**

4

Contractor's payroll costs

of positions:

\$

Contractor's subgrants, subcontracts, subcontracted services

\$

Contractor's supplies and materials

\$

Contractor's other operating costs

\$

Contractor's capital outlay (allowable for subgrants only)

\$

Total budget:

\$

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided**Grant Amount
Budgeted**

5

Contractor's payroll costs

of positions:

\$

Contractor's subgrants, subcontracts, subcontracted services

\$

Contractor's supplies and materials

\$

Contractor's other operating costs

\$

Contractor's capital outlay (allowable for subgrants only)

\$

Total budget:

\$

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Schedule #8—Professional and Contracted Services (6200)County-District Number or Vendor ID: **108801**

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	
6	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
	Total budget:		\$
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	
7	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
	Total budget:		\$
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	
8	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
	Total budget:		\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)						
County-District Number or Vendor ID: 108801				Amendment number (for amendments only):		
Expense Item Description						
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies		\$
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:		
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:		
6399	Technology Hardware—Not Capitalized					
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
	1	Acer Aspire	Lend to students' for digital content and learning (\$50,530.00)	163	\$310.00	\$79,330
	2	Mobile Broadband	Home Internet Access 12 month service agreements (28,800.00)	60	\$40.00.	
	3				\$	
	4				\$	
	5				\$	
6399	Technology software—Not capitalized Elementary & High School Reader					\$5,000
6399	Supplies and materials associated with advisory council or committee					\$0
Subtotal supplies and materials requiring specific approval:						\$0
Remaining 6300—Supplies and materials that do not require specific approval:						\$0
Grand total:						\$84,330

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)County-District Number or Vendor ID: **108801**

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: <input type="checkbox"/> ESC-owned vehicle usage <input type="checkbox"/> Other: <input type="checkbox"/> Insurance <input type="checkbox"/> Other:	\$
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:	\$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$
6429	Actual losses that could have been covered by permissible insurance	\$3,270.00
6490	Indemnification compensation for loss or damage	\$
6490	Advisory council/committee travel or other expenses	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$
Subtotal other operating costs requiring specific approval:		\$3,270.00
Remaining 6400—Other operating costs that do not require specific approval:		\$2,500.00
Grand total:		\$5,770.00

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)County-District Number or Vendor ID: **108801**

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX/15XX—Technology hardware, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX/15XX—Technology software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX/15XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life				
29				\$0
Grand total:				\$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **108801**

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:**1063**

Category	Number	Percentage	Category	Percentage
African American	0	0	Attendance rate	83.4%
Hispanic	1045	89.31	Annual dropout rate (Gr 9-12)	19.5%
White	15	1.41	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	1	.09	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	950	89.37%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	280	26.34%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	N/A

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school				19	17						129	187			352
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:				19	17						129	187			352

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **108801**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a District, Ignite Public Schools believes that all programs, strategies and initiatives must be supported by needs identified through a needs assessment process. At Ignite, the process involves the use of both objective) and subjective information to identify and rank both district and campus needs. The district and campus staff is expected to engage in activities such as the identification of goals, identification of objectives, prioritization of objectives, assessment of actual status, determination of discrepancies, and prioritization of needs through root cause analysis.

On an annual basis, Ignite begins the process with the selection of a committee where participant representation is required from all organizational departments. Once the committee has been established, the needs assessment process can begin. All committee members are encouraged to focus on the attainment of a true picture by gathering and utilizing multiple sources of data. These multiple data sources include: direct observation, questionnaires/surveys, consultation with key personnel, review of relevant reports, financial records, assessment records and interviews.

Once the committee is in place and the data sources available the assessment process begins. The initial step is analysis that is data driven and includes a through reflection of demographics, student achievement, culture and climate, staff quality, recruitment/retention, curriculum needs, technology needs and finally family and community involvement. Through this analysis, the district/campus reviews the current situation and then evaluates it against the desired outcome. This analysis leads to the identification of any gaps needed for improvement. These gaps also help the district identify its needs, its purpose and the overall objectives. The next step includes the identification of priorities and the level of importance of those priorities. District/Campus staff must examine these priorities and their level of importance within the organizational goals, funding realities and any barriers to attainment. Next the District/Campus will focus on the root cause of the problem to determine possible solutions. The final step is to target the solutions, develop strategies for improvement, identify responsible parties for implementation and establish timelines.

In summary, the systematic needs assessment process at Ignite reflects the following:

1. Perform a "gap" analysis to identify the current status and compare to the described outcome
2. Identify priorities and level of importance
3. Identify the root causes of problems and/or opportunities
4. Identify possible solutions
5. Compare the consequences if the program is or is not implemented
6. Generate and communicate your recommendations for feedback
7. Develop an organizational plan that clearly identifies the strategies to address the identified needs.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **108801**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Address the digital/technological divide that currently exists amongst the students enrolled at the District.	Technology Access- Students will have access to their teachers by utilizing teacher/student blogs and interactive tools. Further, the technology will be used to provide meaningful learning experiences for the students who are most at risk of educational failure. These meaningful experiences will help the students to develop higher order thinking skills and function effectively in the world beyond the classroom.
2.	Increase the proficiency level of English Language and Reading for the elementary and high school students enrolled at the District.	Student Academic Performance-The integration of technology in the classroom will impact the curriculum. This impact will emphasize the integration of higher order thinking skills, authentic tasks, and mixed-ability groupings. Instead of students practicing discrete, isolated skills (such as spelling and punctuation done on worksheets), the curriculum would stress composition, comprehension, and applications of skills.
3.	Increase attendance and reduce dropout rates of the high school students enrolled at the District	Enhance student engagement and productivity-Teachers will use the technology to create an active learning environment that engages and involves students in the learning process. The ELA teachers will use a variety of activities to meet the learning styles of their students. This will help create a school going culture for the hardest to serve at-risk students.
4.	Integrate technology as an instructional resource to better meet the needs of the students enrolled at the District.	The technologies used in the classroom are not those designed explicitly to teach basic skills, but rather are real-world applications that support research, design, analysis, composition, and communication.
5.	Provide career technology certification program that students enrolled at the District will pursue as a college and career pathway.	Project Based/Career Exploration-Teachers will use the technology to simulate real-world environments and create actual environments for experimentation, so that students can carry out authentic tasks as real workers would, explore new terrains, meet people of different cultures, and use a variety of tools to gather information and solve problems.

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Schedule #14—Management PlanCounty-district number or vendor ID: **108801**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	ELA Teachers	Technology background, certified ELA
2.	Technology Integration Specialist	Bachelors Teacher, certified and or HQ Teacher, knowledgeable in instructional practices using technology and curriculum using social media and other relevant resources.
3.	Instructional Technology Monitor	This individual will be a professional with experience in strategic technology planning, analysis, and managing information systems and software programs.
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	To provide economically disadvantaged students with access to technology to help bridge the digital gap.	1. Purchase devices and supplies 75%	10/01/2014	11/30/2014
		2. Create parent/student agreements	11/01/2014	11/15/2014
		3. Program communication to students/teachers	10/01/2014	ongoing
		4. Issue technology devices to students	12/01/2014	ongoing
		5. Student/parent program orientation	12/01/2014	ongoing
2.	Increase proficiency level of English Language and Reading for elementary and high school students enrolled at the District.	1. Determine Limited English Proficiency levels	10/01/2014	10/31/2014
		2. Evaluate Reading/Writing skills/levels	10/01/2014	10/31/2014
		3. Integrate Technology in ELA Curriculum	10/01/2014	ongoing
		4. Evaluate & purchase readers; spend 100%	10/01/2014	11/30/2014
		5. Create student support for Digital Citizenship	10/01/2014	10/31/2014
3.	Provide professional development for teachers in the integration of technology and curriculum across all contents areas.	1. Assess teacher digital literacy skills using STaR	10/01/2014	10/31/2014
		2. Profession Development on technology integration	08/11/2014	ongoing
		3. Assess for increased knowledge on digital literacy	01/10/2014	ongoing
		4. Program Support in classroom for job shadowing	11/01/2014	06/01/2015
		5. Monitor technology integration in lesson plans	12/01/2014	ongoing
4.	Increase parental involvement by engaging students and parents in digital learning through technology innovation.	1. Survey home for internet needs	10/01/2014	11/30/2014
		2. Provide internet access to parents	11/01/2014	ongoing
		3. Provide parental training for digital learning	10/01/2014	11/01/2014
		4. Create monthly bulletin with parent information	10/01/2014	06/01/2015
		5. Return Equipment	05/10/2015	06/01/2015
5.	Evaluate and adjust the ongoing implementation of the lending program to maximize use and efficacy.	1. Create assessment tools	10/01/2015	11/01/2014
		2. District Leadership Team Meetings for monitoring	10/01/2014	ongoing
		3. Pre/during/post surveys for students and parents	10/01/2014	ongoing
		4. Gather data on use and implementation	10/01/2014	ongoing
		5. Program evaluation and assessment	06/01/2015	08/01/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **108801**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ignite Public Schools has a small central office administration and therefore its District's Leadership Team is inclusive of Program/Project Coordinators and Campus administrators. This District Leadership Team meets on a monthly basis to discuss ongoing programs, projects and or strategies that are part of the District initiatives. This ongoing evaluation process helps the District identify problems in program implementation and if any strategies need to be updated or changed. The Ignite District Leadership Team solicits reports and other data to help determine overall student impact.

When the District Leadership Team determines that a specific program, project or strategy needs adjustments and or changes, the specific project coordinator will be asked to adjust the implementation plan. The changes are reviewed and discussed by the Leadership Team and then disseminated to all relevant stakeholders. The project coordinator will meet with individual campus administrators and discuss changes and adjustments. The campus administrator will meet with all of his campus staff to communicate the changes or adjustments to any district initiative. At this point the teaching staff will discuss any additional staff development needed needs if the changes require, then proceed to implement in the classrooms if necessary. All parental notifications are disseminated to parents during the monthly parent/teacher meetings and also by utilizing the Parent Newsletter.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District is currently providing access to technology through instructional lab settings and a loan program for the migratory students. The added resources of the Technology Lending Program will allow the District to pilot the program in the areas of greatest need. The staff associated with the Technology Lending Program will work collaboratively with the Ignite Technology Department and the Career and Technology Department in an effort to maximize program effectiveness. This inter-department collaboration will ensure all project participants remain committed to the project and its success. The District will require that a written sustainability plan be developed by the staff associated with the project. This sustainability plan will provide a road map to support the ongoing management of the project beyond the funding cycle. In addition to ongoing management, the sustainability plan will help identify resources necessary to sustain the project, encourage the development of partnerships and also showcase to other potential funders.

Ongoing sustainability efforts will focus on the development of untapped funding sources as well as evaluations to determine if program needs have changed over the duration of the project and how they might change in the future. Continuous program sustainability will also depend on the constant recruitment of key partners, aspects of the program the District would like to sustain, track performance measures, and prioritize actions and activities.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **108801**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Pre/during/post survey to review utilization	1.	163 laptops will be purchased and provided to the program participants.
		2.	100% of the 2 nd & 3 rd Grade teachers meet with parents to promote use
		3.	75% of participants will report high use in assignment completion
2.	Local Benchmarks, TELPAS, and semester grades. Grade level promotions	1.	75% of students will increase ELA/ Reading scores by 10 points ea. year
		2.	95% of students will be promoted to the next grade level on time
		3.	75% Limited English Proficient students will increase level of proficiency on Reading and Holistic scores.
3.	Staff development evaluation, classroom observations (monthly), teacher pre/post self-assessments (quarterly)	1.	80% of teachers participating in program will report improvement in teaching each year
		2.	100% of Teachers will incorporate digital lessons/assignments in classroom
		3.	75% of teachers will show proficiency in new teaching strategies using technology integration.
4.	Pre and post technology assessment of students, parents and teaching staff (quarterly)	1.	100% of participants will have access to online learning and resources
		2.	75% of students and parents will engage in the utilization of technology to complete classroom assignments and research projects.
		3.	90% of students and parents will report satisfaction with technology devices and application to enhance classroom learning.
5.	Online pre-post survey to review perception and online roster to monitor use (quarterly)	1.	163 laptops will be purchased and checked out to program participants.
		2.	75% of participating students will report using the technology devices to complete school assignments.
		3.	85% of participants will engage in digital learning each year.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Instructional Technology Monitor will have the district responsibility of providing the Director of Curriculum and Instruction continuous reports of program implementation. This process will help ensure that the program is implemented according to guidelines and District Expectations. The data collected will be both quantitative and qualitative. Weekly analysis will be conducted on student grades, average daily attendance, and lesson plans. The purpose of the analysis is to determine baseline data, progress towards student achievement goals, complexity and rigor of lesson plans and lesson delivery that can clearly display the integration of the technology lending program. Monthly analysis will be conducted on quality of professional development, parental involvement in school events, average daily attendance, and quality of student work and the student's ability to meet assignment deadlines. Additionally, review of master schedule, quality of data concerning instruction including but not limited to walk-through observations and interdisciplinary planning activities. Semester analysis will be done using student grades, average daily attendance, principal walk troughs, benchmark assessments, student and parental feedback surveys, increased learning time, quality of collaborative planning activities, quality of work done by the SBDM committee, contributions of the student council to school improvement tasks, and teacher and student surveys on teacher quality and the integration of the technology. These analyses will be used to evaluate the Technology Lending Program and its success on progress towards our grant goals, student achievement goals, teacher retention, improved school climate, community partnerships, rigor of lesson plans, and use of tutorial services

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County-district number or vendor ID: 108801		Amendment # (for amendments only):
<p>Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Ignite Public Schools proposes to implement a unique technology lending program designed to ensure students can access and utilize technology with residential Internet services both at school and at home. The primary goal of the proposed project is to support student learning and increase academic competencies by bridging the gap between those students who have access to a personal technology device and those who do not. Grant funds will be used to purchase 163 laptop computers. The distribution of these computers will be need-based driven with priority given to students who are economically disadvantaged, Limited English Proficient and/or at-risk and require supplemental support to pass and master core content areas in state accountability testing. The project fully intends to expend one hundred percent (100%) of grant funds during the first three months. Additional expenditures include 2-year warranties/contracted maintenance agreements and insurance. Additional resources include the purchase of grade level readers that will be used by the 2nd and 3rd grade participants and various reading materials, including downloadable books for the high school ELA participants. To ensure that students and families have internet access, grant funds will be used to provide mobile broadband and residential Internet access for 60 students and families to support access to electronic instructional materials and learning resources before, during and after school hours. The mobile technology devices will be checked out like text books and the students and parents will be required to sign a user agreement. In the elementary phase of the project the laptops will be provided to the students in the 2nd and 3rd grades. Priority will be given to the students who are economically disadvantaged, Limited English Proficient and have no access to home technology. The purpose is to provide supplemental support to the Limited English Proficient students in the early developmental states of reading and writing. Currently, elementary classrooms are equipped with desktop computers and Project Access will extend the access of technology education initiatives to the home connecting school, students and parental involvement. This will be accomplished by providing digital copies of textbooks and reading and writing specific technology applications. Total classroom/parent integration will include a classroom social media platform for direct and ongoing parent teacher communication. In the high school phase, the project will provide 9th and 10th grade students who are enrolled in the ELA 1 and 2. Priority will be given students who are economically disadvantaged, Limited English Proficient and have no access to home technology. Based on the needs assessment process, it was determined that the greatest need is to connect the curriculum, technology and the new highly rigorous state assessments. By utilizing the grant funds in the ELA classrooms, students will be able to utilize technology applications to enhance their ability for higher order thinking. This enhanced ability will also help increase the student's reading and writing abilities through technology applications that focus on composition, comprehension and the applications of those skills. Teachers in other core content areas will also benefit from grant funds. They will be able to implement the real world applications that support research, design, analysis, composition and communication. The District will use other funding resources to provide teachers with the staff development they will need to ensure program success. The primary objective of the professional development and training is to provide teachers with the tools and knowledge to fully integrate technology in the curricula, use social media, and engage students in meaningful and rigorous digital learning. The District will begin the program implementation immediately following the notification of grant award. During the initial stages of funding the Technology Coordinator will begin the purchasing process and will have all equipment purchased during the first two months of grant award. Further program implementation will require the selection of the program participants, creating and training staff on the procedures for the technology lending program and finally a parent/student equipment loan agreement and a parent/student orientation. The orientation will include the following components: introduction to Project Access and the integration of technology into ELA/Reading classrooms, awareness of students' technology need, safe and acceptable use of the device and internet use, completing the Technology Lending Agreement; and the ongoing access to technology support. Project Access will use technology as a regular part of daily classroom instruction and will engage students in project-based, collaborative activities incorporating software tools and Internet resources. Where previous instruction was primarily didactic and textbook focused, classroom instruction will become more interactive with students taking a more engaged, pro-active role in their learning. Additionally, students and parents will be encouraged to integrate web-based learning at home. Throughout the grant period feedback will be gathered from participating staff, administrators, teachers, parents, and students via email and phone. We will create an online link where teachers, parents, and students can provide instant feedback and will host semi-annual focus groups with these stakeholders to solicit their reviews of the program. Continual feedback will be used to make appropriate program modifications and ensure continuous program improvement.</p>		

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **108801**

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, the District does not have a technology lending program from other funding sources such as the Instructional Materials Allotment. The District has 48 Notebooks on Loan for the Migrant Education Program. In an effort to maintain an equitable distribution practice, the District will implement a list of priority students who are Economically Disadvantaged, Limited English Proficient and at-risk of not performing successfully on the mandated state assessments. The program staff will work collaboratively with the campus administration to ensure that the students with the most need are prioritized for the lending program. Duplication of technology resources will be an important factor when program participants are selected. PEIMS data will be used to identify the economically disadvantaged and LEP students, once identified the list will be evaluated to determine state assessment history. This list will then be disaggregated further by conducting a personal technology inventory to establish the greatest need is addressed. The acquisition of additional mobile devices will assist the district to help students achieve and close the digital gap for those students who do not have access to technology at home. Grant funds will provide students with access to digital equipment and content that will support district and campus efforts in meeting the Texas Long Range Plan for Technology which provides that all learners will have access to relevant technologies, tools, resources, and services for individualized instruction 24 hours a day, 7 days a week. The purchase of equipment will support our school and district in achieving 'Target Tech' status, the highest level of progress within the Texas Campus STaR Chart. Target Tech status provides that students have on-demand access to all appropriate digital resources and technologies to complete activities that have been seamlessly integrated into core content areas, providing learning opportunities beyond the classroom that are not otherwise available. **Project Access** will leverage existing resources, including equipment, electronic instructional materials, human resources, and staff development training funded by other sources to ensure that students receive the maximum benefits of this program. Equipment purchased from all funding sources will be used in a cohesive manner to ensure priority students have dedicated access to a mobile technology device and will incorporate digital learning both at school and in the home. In accordance with Ignite's Technology Plan, digital technology equipment will be used to infuse technology into curriculum and instructional practices both in and out of the classroom, enhancing students' metacognitive, critical and creative thinking, and information processing skills

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **108801**

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The mission at Ignite Public Schools and Community Service Centers Inc. states that it will “empower individuals to become competent, confident, productive and responsible citizens who possess the competencies, skills, and attitudes to succeed in higher education and the workforce for the twenty first century.” In keeping with the intent of its mission, the District has designed Project Access to provide needed resources for its most disenfranchised students. To this end **Project Access** is a unique technology lending program designed to ensure students can access and utilize technology with residential Internet services both at school and at home. The primary goal of **Project Access** is to support student learning and increase academic competencies by bridging the gap between those students who have access to a personal technology device and those who do not.

Ignite believes that with grant funding it will be able to impact the following identified needs: 1) digital/technological divide that currently exists amongst the students enrolled at the District; 2) Increase the proficiency level of English Language and Reading for the elementary and high school students enrolled at the District; 3) Increase attendance and reduce dropout rates of the high school students enrolled at the District; 4) Integrate technology as an instructional resource to better meet the needs of the students enrolled at the District; and 5) Provide career technology certification program that students enrolled at the District will pursue as a college and career pathway.

Ignite Public Schools and Community Service Centers continuously offers exceptional opportunities where all students are encouraged to reach their full potential through quality teaching practices that are delivered by highly dedicated and talented certified teachers. Project Access will augment the provision of services and incorporate digital classrooms, where students will have equal access to essential electronic instructional materials, and the integration of higher order thinking skills as they become more engaged in 21st Century learning environment.

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **108801**

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District determined campus utilization based on the 2012-2013 Texas Campus STaR chart, a TEA tool designed to review the technology readiness of a campus. The STaR chart produces a profile of each campus' status toward reaching the goals of the Long Range Plan for Technology (LRPT) and No Child Left Behind. The STaR chart places campuses at one of four levels of progress in each key area of LRPT including: Early Tech, Developing Tech, Campus Tech, or Target Tech. In addition to each campus' level of progress, several profile indicators were reviewed for each campus to determine the need for a technology lending program including: 1) technology and learning; 2) educator preparation and development; 3) leadership, administration, and instructional support; and 4) infrastructure for technology. In addition, the campuses will be prioritized utilizing PEIMS and Texas Academic Performance Report for 2012-2013 campus risk factors including economically disadvantaged, limited English proficient (LEP), and at-risk student populations. At Ignite all six Campuses are at the same Texas STaR chart scores, and this information along with the higher factors of student population risk, were prioritized as having a higher need for **Project Access**. The needs assessment revealed that the implementation focus would be at the 2nd and 3rd grade and distribution will be based on case by case bases using the priority criteria to identify students, who are economically disadvantaged, Limited English Proficient and at risk for low performance on the state assessments. The 9th and 10th grade students enrolled at Ignite and taking English Language Arts will also form part of the distribution however priority will be given to the economically disadvantaged, limited English proficient and at risk for not successfully performing on the state assessments. A technology inventory will be taken of all students to help the district determine which campuses will have access to the lending technology devices. The overall campus determination will combine the lowest total cumulative points in a majority of the 2012-2013 Texas Campus STaR chart profile indicators including: educator preparation and development; leadership, administration, and instructional support; and infrastructure for technology, number of students in the targeted priority groups and the technology inventory results. **Project Access** will ensure equitable access to lending equipment and residential access to the Internet among all students, including economically disadvantaged, limited English proficient, and at-risk for low performance on the state assessments. The distribution of loaned equipment will be need-based driven with priority given to students determined to: 1) be of high economical need; 2) be at-risk, Limited English Proficient, and/or 3) require supplemental support to pass and master core content areas in state accountability testing.. Further, residential internet access will be provided for students determined not to currently have internet access at home.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108801**

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ignite will implement a technology lending program that is aligned to the current curriculum and the instructional needs of the student population. Throughout the grant period teachers will be supported as they integrate technology into core curricula. **Project Access** will use technology as a regular part of daily classroom instruction and will engage students in project-based, collaborative activities incorporating software tools and Internet resources and social media. Where previous instruction was primarily didactic and textbook focused, classroom instruction will become more interactive with students taking a more engaged, pro-active role in their learning. Additionally, students and parents will be encouraged to integrate web-based learning at home. Throughout the grant period the Technology Director and Technology Integration Specialist will gather feedback from participating campus staff, administrators, teachers, parents, and students via email and phone. This information will be used to further align the curriculum, teaching practices and staff development needs to the goals and objectives of **Project Access**. We will create an online link where teachers, parents, and students can provide instant feedback and will host semi-annual focus groups with these stakeholders to solicit their reviews of the program in an effort to continuously align the lending program and the district curriculum. Continual feedback will be used to make appropriate program modifications and ensure continuous program improvement. The District will ensure that all teachers have sufficient tools to maintain classroom management and will continuous work with all teaching staff to help identify and meet needs related to classroom control and management. In keeping with District policies and practices, data will be collected throughout the project period to allow for frequent review and analysis to determine the effectiveness and efficiency of program implementation.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108801

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ignite and its administration fully believe that when students are able to read and write effectively, they do better overall in state assessments in other core content areas. Therefore, in order to maximize the direct impact in overall student achievement across all competencies, Ignite has chosen to target the students in Reading and ELA classrooms. **Project Access** will incorporate digital classrooms, where students will have equal access to essential electronic instructional materials, and the integration of higher order thinking skills as they become more engaged in 21st Century learning environment. With **Project Access** teachers will have the tools to engage more effectively and relevantly to the students' needs through the use of technology, leading to greater interest and success. The mobile technology devices will be checked out like text books and the students and parents will be required to sign a user agreement.

Elementary implementation of Project Access will be provided to the students in the 2nd and 3rd grades. Priority will be given to the students who are economically disadvantaged, Limited English Proficient and have no access to home technology. The purpose is to provide supplemental support to the Limited English Proficient students in the early developmental states of reading and writing. Currently elementary classrooms are equipped with desktop computers and Project Access will extend the access of technology education initiatives to the home connecting school, students and parental involvement. This will be accomplished by providing digital copies of textbooks, reading and writing specific technology applications. Total classroom/parent integration will include a classroom social media platform for direct and ongoing parent teacher communication.

High School ELA implementation of Project Access will be provided to the 9th and 10th grade students who are enrolled in the ELA 1 and 2. Priority will be given students who are economically disadvantaged, Limited English Proficient and have no access to home technology. Based on the needs assessment process, it was determined that the greatest need is to connect the curriculum, technology and the new highly rigorous state assessments. By implementing **Project Access** in the ELA classrooms, students will be able to utilize technology applications to enhance their ability for higher order thinking. This enhanced ability will also help increase the student's reading and writing abilities through technology applications that focus on composition, comprehension and the applications of those skills.

Teachers in other core content areas will also benefit from **Project Access**. They will be able to implement the real world applications that support research, design, analysis, composition and communication.

The overall goal of **Project Access** is to provide supplemental resources to the students of Ignite Public Schools that will help increase their reading and writing proficiency levels. In addition, **Project Access** is designed to help create a school going culture for the highly mobile at-risk student with a classroom integrated with technology as an instructional resource that meets students 21st Century demands.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108801**

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ignite fully believes that the teaching staff participating in **Project Access** will have a vital role in its ultimate success. Teachers must be ready to support the growing technological needs of their students by transforming traditional learning settings into innovative and engaging environments that provide technology-supported learning opportunities for their students. As such, a major emphasis of the District is to provide Professional Development that will help prepare teachers in the integration of technology in curricula. A primary objective of the District is that all campuses incorporate instructional strategies that require the use of critical thinking skills through the implementation and integration of technology applications. To support this objective the District will provide professional development opportunities that will give teachers the necessary preparation and training to demonstrate proficiency in using various mediums of technology effectively. The District has continuously invested in extensive staff development to teachers in the use of digital content including, but not limited to: technology integration in the classroom, Digital Books, Smart Board and will provide additional training in technology use and digital content during the first three (3) months of the grant period (October 1, 2014, February 1, 2015 to ensure that staff are able to effectively address program objectives. Training provided during the first three months of the grant period will be provided with non-grant funds.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District currently maintains an existing Technology Department infrastructure and resources to adequately support the activities, equipment, goals, and outcomes of **Project Access**. District campuses are have classrooms that are equipped with desktop computers, and smart boards. The Technology Coordinator and the Technology Support Specialists are available to provide technological support for this program and will also provide Technology Integration professional development. The Teachers will also receive capacity training from the Regional Service Center. Teachers who need additional support will receive professional development training in basic computer competencies as well as more specialized technological training. Teachers will also be trained specifically in the use of the digital devices purchased through this grant to effectively support students as they learn these new technologies. Finally, Ignite is committed to helping all program participants succeed by providing a comprehensive on-demand online environment that supports instruction and learning. Using a variety of technological resources, teachers and administrators will be able to post technology-integrated and TAKS/STAAR-aligned assignments and tutorials. Our current infrastructure, which incorporates ongoing technical support, state-of-the-art technologies, and staff professional development, guarantees that students will be appropriately supported in the use of devices provided through this grant.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108801	Amendment # (for amendments only):
TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Ignite believes that technological learning and advancement can only be realized if students are able to use digital equipment to access the internet both in school and at home. Project Access will ensure that all students who check out personal technology devices also have access to the Internet at their residence. One of the initial steps Project Access is to determine how many students in 2nd and 3rd grade and the 9th and 10th grades have Internet access at home. Once the additional priority criterion has been further evaluated, the District will provide residential internet access for educational purposes to those students who sign the Technology Lending Agreement and participate in the program. To ensure equitable residential Internet access among all students, youth from economically disadvantaged households, determined to be at-risk or Limited English Proficient, will receive priority. In the event that these student populations account for more households without residential access than is budgeted for in this grant, students' access will be rotated every two weeks and/or a random drawing may be held to determine which student households will receive grant-funded Internet services. The goal is to provide equitable access for students to both technology devices and Internet access when they are away from school. Internet access will be provided through wireless connectivity. The District will develop a Technology Lending Agreement that includes our existing Responsible Use Policy which addresses responsible Internet use. This agreement will stipulate that the Internet will be used solely for educational purposes and must be signed by the student and his/her parent(s) or guardian(s).</p>	
TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Currently Ignite's Technology Department infrastructure and resources is adequate and can support the activities, equipment, goals, and outcomes of Project Access. Several classrooms are equipped with mounted interactive boards. A number of computer laptops, interactive boards, document readers, and digital projectors are available for teacher use. The District's Technology Coordinator and Technology Support Specialists are available to provide technological support for this program. Teachers who will provide additional support will receive professional development training in basic computer competencies as well as more specialized technological training. Teachers will also be trained specifically in the use of the digital devices purchased through this grant to effectively support students as they learn these new technologies. Ignite is committed to helping participating schools succeed by providing a comprehensive on-demand online environment that supports instruction and learning. Using a variety of technological resources, teachers and administrators will be able to post technology-integrated and TAKS/STAAR-aligned assignments and tutorials. Our current infrastructure, which incorporates ongoing technical support, state-of-the-art technologies, and staff professional development, guarantees that students will be appropriately supported in the use of devices provided through this grant.</p>	

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108801**

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Upon notice of grand award, Ignite will implement Project Access. Through the implementation of this project, the students in elementary grades 2nd and 3rd and 9th and 10th grade students in ELA classes will have the primary consideration to participate in the technology lending program. Project Access technology resources, including the Internet, shall be made available to students for instructional and educational purposes and in accordance with administrative regulations. The District will account for the technology lending equipment according to the district's policy for the use of technology resources will also receive an Ignite property tracking number which will, along with the serial number, be used to track the equipment. Once the equipment has been properly identified and tagged it will be placed in a secure location pending the identification of the students who will benefit from the program.

The Technology Coordinator will create procedures manual for the implementation of **Project Access**. This manual will include guidance and structure to ensure equitable distribution of the technology mobile devices and that distribution is in accordance the District's guidance and consistence with the priority selection criteria that includes students who are economically disadvantaged, limited English proficient and at risk for low performance on the state assessments. The individual campuses will each create a priority list that also includes whether or not a student has computer/internet access at home. Computers will be distributed to the campuses based on their individual campus need. The check-out process will stipulate that students and their parents/guardians will be required to attend an orientation and sign a Technology Lending Agreement through which they agree to protect, maintain, and not misuse the equipment. The Agreement will also include our existing Responsible Use Policy which addresses responsible Internet use. Upon return of the equipment, Technology Department staff will inspect the digital devices to ensure that they are returned in working condition and without damage. In line with district policy, each student/family shall be responsible for all borrowed equipment that each participant along with the parent/guardian must attend a Project Access orientation. All technology mobile devices/internet access will be provided to students on a priority for need basis. Teachers and campus staff will monitor to ensure that students actively integrate technology.

The digital equipment purchased will be insured and protected for damage with a 2-year manufacturer's maintenance warranty. Additionally, the district will maintain the technology equipment in proper working condition in accordance with current district policy and procedures. The Districts Technology Support Specialists will be available to provide technical support, maintain the equipment, fix minor damage, and/or troubleshoot issues with the technology hardware, software, or applications. Occasionally, it will be necessary to update software, load additional applications, reset the laptops, and/or delete unwanted applications or inappropriate content. With warranty protection, equipment that is unable to be fixed locally will be sent to the manufacturer for maintenance and/or to receive a new laptop. The Technology Lending Agreement will also provide students and parents with detailed instructions on how to appropriately care for the technology equipment. To further ensure that all equipment is returned in proper working condition, the District will maintain equipment property records that will include key information such as the serial/tracking number and the date and condition of the equipment upon check out and return.

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Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grant funds will be used to purchase, maintain, and insure the Project Access laptops. Access to the district's technology resources, including the Internet, shall be made available to students primarily for instructional and educational purposes and in accordance with administrative regulations. The District will account for the technology lending equipment according to the district's policy for the use of technology resources. All equipment will be maintained and tracked by the District currently Technology Department. Upon purchase of the equipment, Technology staff will inspect all portable devices and install appropriate operating software applications. Each device will also receive an Ignite property tracking number which will, along with the serial number, be used to track the equipment. Technology staff, the business office and the Office of Grants and Compliance will maintain a property record log of all equipment purchased under this grant which will include the description of the equipment, serial number, funding source, original purchase date, cost, the percentage paid with grant funds, equipment location the checkout documents and the Technology Lending Agreement. A physical inventory of the equipment will be taken and the results reconciled with the property records annually. Under the direction of the Technology Coordinator, the **Project Access** assigned staff will coordinate the distribution and check in of the equipment to students participating in the program. Students and their parents/guardians will be required to sign a Technology Lending Agreement through which the students and families agree not to misuse the equipment as well as adequately protect and maintain the equipment. Upon return of the equipment, Technology Department staff will inspect the digital devices to ensure that they are returned in working condition and without damage. In line with district policy, each student/family shall be responsible for all borrowed equipment.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Project Access will be implemented by the District's Technology Department. The Technology Coordinator will designate the most qualified staff as the Technology Integration Specialist. These two individuals will develop a procedures manual for the program implementation of **Project Access**. This procedures manual will provide guidance to the campus administration, staff and teachers who will oversee the daily operations of this project. The Technology Coordinator along with the Integration Specialist will review the currently Responsible Use Policy and implement any changes necessary to accommodate **Project Access**. The staff will also create a Lending Agreement that will be provided to the parents/students during the initial program orientation. Prior to the distribution, students and their parents/guardians will be required to attend an orientation/training and to sign a Technology Lending Agreement which will address responsible use and care of the equipment, digital resources, and acceptable use of the internet. Through this agreement, and the District Responsible Use Policy, students and families agree to protect and maintain the equipment. The agreement will stipulate that the student and the parents/guardians agree not to misuse the equipment, use it in an environment that promotes the safe and protected use of the equipment, and assure that Internet accessed through this equipment will be used solely for educational purposes. Information regarding appropriate and inappropriate use of the equipment will also be discussed. The agreement will also include key information such as the serial/tracking number, date the equipment was loaned and returned, and the condition of equipment upon loan and return. The District will maintain property records the same information. The Technology Lending Agreement will also provide directions for students and parents on how to appropriately maintain and care for the equipment. Upon return of the Technology Department will inspect the digital devices to ensure it is returned without damage. The Technology Lending Agreement will further stipulate each district computer with Internet access shall have filtering devices or software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act. To protect the district from liability, the agreement will include a disclaimer indicating that the district shall not be liable for users' inappropriate use of these technology resources, violations of copyright restrictions or other laws, users' mistakes or negligence, and/or costs incurred by users.

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